DOCUMENT RESUME

ED 234 186 CE 036 892

TITLE	Project VOC-AIM. Vocational Assessment of Students with Special Needs. Final Report.
INSTITUTION	Odessa Coll., TX.
SPONS AGENCY	Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE	30 Jun 81
CONTRACT	TEA-11230049
NOTE	58p.; For a related document, see CE 036 893.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Advisory Committees; *Disabilities; *Evaluation Methods; Guidelines; *Guides; *Material Development; *Models; Public Schools; Secondary Education; Student Evaluation; Tests; *Vocational Evaluation; Workshops
IDENTIFIERS	Texas Education Agency

ABSTRACT

The purpose of this project was to develop and disseminate a manual that provides school personnel with help in developing programs of vocational assessment that are useful for handicapped students. The project was developed to fill a need for a vocational assessment manual for implementation with handicapped students in the public schools. An advisory committee was selected to provide guidance to the project. The committee was composed of a representative group of persons from vocational assessment, special education, graduate studies in vocational evaluation, teachers, and the Task Force on Vocational Assessment from the Texas Education Agency. The advisory committee was responsible for reviewing plans for the manual, aiding in the selection of exemplary vocational assessment programs for site visits, reviewing drafts, and evaluating the manual. Following the creation of the advisory committee, the project staff reviewed vocational assessment instruments, reviewed and synthesized all available material, visited sites of exemplary programs, and wrote and produced the manual. The manuals were disseminated at three workshops conducted by the project staff. The workshops were used to present the manual, to give the participants an overview of vocational rehabilitation, and to explain the relationship of the evaluation process to the Texas Education Agency. (KC)

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ED234186

FINAL REPORT

Project VOC-AIM

Vocational Assessment of Students With Special Needs

Stephen Southern
Project Director

T. Michael Raley
Project Coordinator

Michael Peterson
Consultant

Odessa College
201 West University
Odessa, Texas 79762

Developed for the

Research Coordinating Unit
Department of Occupational Education and Technology
Texas Education Agency

CE036892

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Contract Number 11230049
June 30, 1981

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Introduction

The purpose of Project VOC-AIM was to develop and disseminate a manual that provides school personnel guidance in developing programs of vocational assessment that are useful for handicapped students. The need for the project is discussed below. Subsequent sections consider specific project objectives, procedures used to produce and disseminate the manual, and the results of this applied research effort.

Need for Project

A need has existed for an implementation manual that would provide guidelines for administrators and vocational assessment specialists in local education agencies to plan and implement coordinated, comprehensive programs of vocational assessment. A resource for training vocational assessment specialists and other school personnel concerning their role in vocational assessment has been needed, as well. The following factors contributed to the identified needs.

No Manual or Guidelines for the Development of Vocational Assessment in the Public Schools Existed.

Vocational assessment has the potential for being a powerful resource in the vocational education of handicapped students. To develop quality programs, information and guidelines that will assist administrators and practitioners in program design and implementation are critical. However, literature is presently not available in a form that is easy to access and use.

Literature is available concerning the use of paper and pencil interest and aptitude tests in vocational counseling (see Aiken, 1979; Campbell, et al, 1973; Norris, 1979). Also the Materials Development Center at the University of Wisconsin-Stout provides resource materials on vocational evaluation (Botterbusch, 1973; Botterbusch, 1976; Esser, 1974; Timmerman, 1974). One

textbook (Pruitt 1977) which offers an overview of vocational evaluation has been written. However, these materials were written primarily for rehabilitation facilities and focus their attention on the staff and services normally available in rehabilitation rather than school programs. A resource manual that would provide guidelines and information in planning and implementing programs of vocational assessment specifically in the schools was identified as needed by educators in Texas.

Training Materials Specifically Designed for Vocational Assessment Specialists Working in the Public School Have Not Been Available.

The University of Wisconsin-Stout recognized the need for training vocational assessment specialists in the schools--in addition to training rehabilitation professionals--and initiated a course for this purpose. However, no written training materials are available or planned.

Universities and education service centers within the state will be presented with the task of training educators regarding their roles in vocational assessment. However, a text or resource guide that can be used in such training programs is greatly needed. A resource manual that could be used as a basis for a training curriculum would be useful. In addition, a manual is needed to provide some degree of uniformity in the training of educators across the state in the techniques of vocational assessment.

Educators in Local Education Agencies Have Expressed a Need For Information About Vocational Assessment That Will Aid Them in Planning and Implementing Programs of Vocational Assessment.

Most vocational educators and special educators have very limited knowledge concerning the techniques used in comprehensive vocational assessment. There has been limited literature available concerning vocational assessment in the schools, which has made efforts by school personnel to implement voca-

tional assessment programs most difficult. A recent survey of vocational counselors, vocational adjustment coordinators, educational diagnosticians, and vocational evaluators indicated that a substantial majority felt that the Texas Education Agency should establish program standards for the vocational assessment of handicapped students (Peterson, 1980a). This result indicated a need felt by practitioners in the field for a source of information to aid in developing programs of vocational assessment (Peterson, 1980b). In addition, informal contacts with special education directors, education service center personnel, and vocational and special education teacher educators, has indicated a real need for resource information that would aid in developing vocational assessment programs--and in training the staff to implement them. Members of the Task Force on Vocational Assessment at the Texas Education Agency Have Expressed the Need for Resource Information That Would Help Schools Plan and Implement Programs of Vocational Assessment.

The Task Force on Vocational Assessment at the Texas Education Agency has limited itself to the development of a general "process" of vocational assessment. While this policy guidelines has provided some definition of the degree of comprehensiveness of vocational assessment that schools should provide, it has not provided detailed assistance in the details of planning and implementing programs of vocational assessment.

OBJECTIVES

This project's goal of compiling useful information and distributing it to educators necessitates two mutually supporting objectives.

Develop a Manual That Will Provide Resource Information and Step-by-Step Instructions in Planning and Implementing a Program of Vocational Assessment in the Public Schools.

The manual was written so that it is consistent with the process of

vocational assessment developed by the Task Force on Vocational Assessment at the Texas Education Agency.

Disseminate the Results of the Project at Three Regional Workshops Throughout the State.

These workshops were developed to disseminate the resource manuals to a limited of potential users of the manual, and to highlight key issues and concerns regarding implementation. Priority for attendance at the workshops was assigned to administrators who wish to develop programs of vocational assessment; educators who will be acting as vocational assessment specialists; professionals who will provide training to vocational assessment personnel; and special educators or vocational educators who express interest in vocational assessment.

PROCEDURES

Procedures used in attaining the objectives of this project are discussed in four basic phases:

1. Planning
2. Gathering data and information
3. Writing and producing the manual
4. Disseminating the manual

Specific tasks and activities were implemented in each phase. A general outline of these activities and a project timeline are included in Appendix A.

Phase 1: Planning (September 1980)

Task 1: Select advisory committee. An advisory committee was selected to provide guidance to the project and was composed of a representative group of professionals. Their titles or assignments are discussed below.

1. Two vocational assessment specialists working in public schools in Texas;

2. one vocational evaluator from a manpower or rehabilitation facility that provides vocational assessment services to students in public schools;
3. one vocational education director;
4. one special education director;
5. one representative of a graduate program in vocational evaluation;
6. one special education teacher-educator who understands vocational education and vocational assessment;
7. a vocational education teacher-educator who understands vocational guidance and vocational assessment; and
8. a representative of the Task Force on Vocational Assessment from the Texas Education Agency.

Individuals who served on the advisory committee are listed in Appendix B with numerals indicating the type of representative they were considered. This advisory committee provided considerable guidance to the project and aided in insuring that the final product is practical and useful for persons in the public schools. The advisory committee was responsible for fulfilling the following functions:

review plans for content areas of the resource manual;

aid in the selection of exemplary vocational assessment programs for site visits;

review drafts of all written materials and make recommendations for revisions; and

evaluate the manual.

Task 2: Meet with advisory committee. A one-day advisory committee meeting was held on September 30, 1980. At this meeting the advisory committee was given an orientation to the project and was asked to provide as-

sistance in two major tasks, determining the content areas that needed to be covered in the resource manual and selecting exemplary vocational assessment programs within Texas for site visits.

Phase 2: Information gathering. (September, 1980 - January, 1981).

Task 3: Review vocational assessment instruments. Literature and actual tests were reviewed and efforts were made to incorporate the results of other projects funded through the Texas Education Agency that relate to vocational assessment. Work samples, interest tests, behavioral assessment ratings, and other materials have been reviewed and summarized in the manual. Particular use was made of the center at Regional XX Education Service Center, the resource center at North Texas State University, and University of Wisconsin-Stout Press. In addition, producers of commercial assessment materials were contacted for information.

Task 4: Review and synthesize all available material. The literature that describes how vocational assessment should be implemented was reviewed and summarized. This review was used to guide the description of the assessment process.

Task 5: Visit sites of exemplary programs. Exemplary programs within Texas were visited and descriptions of their programs were developed. This information was synthesized and used in developing practical guidelines that were provided in the resource manual. The programs are listed below:

1. Vocational Evaluation Center, Region XX Education Service Center, San Antonio, Texas;
2. Goodwill Industries of Fort Worth, Texas;
3. Vocational Evaluation Center, North Texas State University, Denton, Texas;
4. Regional Vocational Evaluation Center, Odessa College, Odessa, Texas;

5. Multiple Careers Magnet Center, Dallas Independent School District, Dallas, Texas; and
6. Carrollton-Farmer's Branch Independent School District, Carrollton, Texas.

In addition, information concerning PROJECT KEYE (Klein Independent School District) was obtained via attendance at a workshop where this project was discussed.

Phase 3: Write and produce manual.

Task 6 and 7: Draft, review, and revise chapters. Once information was gathered and synthesized a draft of the manual was developed, based on the desired outline developed at the advisory committee meeting. The draft was sent to the advisory committee for comment and review (see Appendix C for letter and review form), and recommendations were made for revision. Following submission of the final draft, extensive editing was done before final typing and printing.

Task 8: Print and bind manual. Three hundred and fifty copies of the manual were printed and bound. Printing was facilitated by Dr. Jim Zukowski, Postsecondary Program Coordinator, Center for Occupational Curriculum Development at the University of Texas, Austin, Texas. Distribution of these manuals is discussed below.

Phase 4: Dissemination (April, 1981 through June, 1981)

Task 9: Develop presentation for workshops. Transparencies and a workshop outline were developed to aid in training persons in the use of the resource manuals. Reproductions of the transparencies are found in Appendix D.

Task 10: Schedule and conduct workshops. Workshops were scheduled in San Antonio, Richardson, and Odessa. Priority for attendance was given to administrators who wish to develop programs of vocational assessment, voca-

tional assessment specialists, and professionals who will provide training in vocational assessment. Announcements concerning the workshops were distributed through the education service centers and through mailings to special education and vocational education directors in local education agencies. An example of the letter inviting participation in the workshops is found in Appendix E. Forty educators selected from lists of suggested participants submitted by each education service center were invited to each of the workshops. Any who were not able to attend were encouraged to send a representative. Due to the extremely restricted number of participants, the invitations to the workshops were made strictly in accordance with the project's established priorities. Names, affiliation, and in most cases job title, of participants are included in Appendix F.

The workshops were held with three major purposes in mind: presenting the manual and describing its contents and use to the participants, presenting a brief overview of the process of vocational evaluation as described in the manual and, discussing the relation of the process described in the manual to the Texas Education Agency (TEA) Guidelines for Vocational Assessment of the Handicapped. In order to insure that the workshops were meeting the stated goals, evaluations were obtained from participants at the conclusion of each of the three workshops. This procedure allowed the presenters to receive an immediate evaluation of the materials and to gather comments to guide any needed modification in the workshops. An example of the evaluation form used and a summary of the evaluation results is found in Appendix G.

Many of the workshop participant's expressed the intention of holding similar workshops with educators in their school districts. They felt that copies of the transparencies and additional manuals would help them greatly. Transparency copies were provided, but the limited number of manuals avail-

able made it possible to fill requests for extras. A list was made of all requests for extra manuals and is included in Appendix H.

RESULTS

This project has achieved its goals of producing and disseminating a manual for the purpose of helping school districts follow the guidelines for assessment of handicapped students. In meeting these objectives, we produced a manual which is a comprehensive reference source for education service centers and independent school districts, and presented the manual to their representatives along with material needed to effectively present it to appropriate service personnel in local school districts.

The manual produced consists of 120 pages of text and 70 pages of appendices. The text of the manual includes such topics as the planning and development of program of vocational assessment (Chapter 2); a description of the process of vocational assessment (Chapter 3); an in-depth look at the three levels of assessment, including goals, useful information, personnel, appropriate test instruments, and administrative arrangements; the use of individualized education plans with vocational assessment (Chapter 7) and; a description of selected vocational assessment centers across Texas. The appendices include information such as interview protocols, report formats, job and program analyses forms, behavioral assessment forms, administrative forms, and evaluations of a number of interest inventories, work samples, and aptitude tests. Approximately 130 of these manuals were distributed at the workshops, one was sent to each advisory committee member, 10 were sent to Michael Peterson, and 200 were deposited with the Research Coordinating Unit of the Texas Education Agency.

The workshops, discussed in the preceding section of this report, produced requests for twenty-four copies of the transparencies used. These were provided and will be used to present the manual to local school dis-

tricts. In addition, there were requests for 137 more copies of the manual than were available. These were requested by participants for the purpose of distribution in their home districts.

The project team recommends that additional copies of the manual be made available through the Research Coordinating Unit of one of the curriculum laboratories in the state. In addition to meeting the need for a resource manual in Texas, administrators and practitioners in other states will be interested in the results of this project. The Center for Occupational Curriculum Development, University of Texas in Austin has indicated interest in national dissemination of the manual.

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Appendix A

Project Timeline

PROJECT TIMELINE

TASK/ACTIVITY	1980				1981					
	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June
Phase 1: Planning										
Select advisory committee	—									
Meet with advisory committee	—									
Phase 2: Information gathering										
Review vocational assessment instruments	—	—	—							
Review and synthesize all available literature	—	—	—							
Visit sites of exemplary programs		—	—							
Phase 3: Write and produce manual										
Draft and revise chapters			—	—	—	—	—	—		
Review with advisory committee							—			
Print and bind manual								—		
Phase 4: Dissemination										
Develop presentation for workshops								—		
Schedule and conduct workshops									—	
Prepare final report									—	—

Appendix B

Project VOC-AIM Advisory Committee Members

Appendix B

PROJECT VOC-AIM ADVISORY COMMITTEE MEMBERS

Dr. George Fair (6)
Associate Professor
University of Texas-Dallas
Post Office Box 688
Richardson, Texas 75080

Terry Garland (3)
Vocational Administrator
Carrollton-Farmers Branch ISD
1711½ Walnut Street
Carrollton, Texas 75006

Dr. Linda Parrish (7)
Interdisciplinary Studies
Vocational Special Needs
College of Education
Texas A & M University
College Station, Texas 77843

Margaret Owens (4)
Special Education Consultant
Austin Independent School District
6016 Dillard Circle
Austin, Texas 78752

Dr. Lou Taylor (1)
Vocational Evaluator
Multiple Careers Magnet Center
4528 Rusk Avenue
Dallas, Texas 75204

Milton Lege (8)
Facilities Specialist
Texas Rehabilitation Commission
118 East Riverside
Austin, Texas 78704

Eleonor Mikulin, Consultant (8)
Department of Occupational Education and TEchnology
Texas Education Agency
201 East 11th Street
Austin, Texas 78701

Pamela Hill, Curriculum Specialist
Center for Vocational Education
Occupational Curriculum Laboratory
East Texas State University
Commerce, Texas 75428

Jane Francis (1)
Vocational Evaluation Center
Region CC Education Service Center
1550 NE Loop 410
San Antonio, Texas 78267

Dr. Pat McLeod (7)
Professor
Occupational and Vocational Education
College of Education
North Texas State University
Denton, Texas 76203

Molly Hubbard (2)
Chief Vocational Evaluator
Goodwill Industries of Fort Worth
Post Office Box 1408
Fort Worth, Texas 76101

Appendix C

Letter and Review Form Sent to Advisory Committee Members with First Draft of Manual

MISSISSIPPI STATE UNIVERSITY

REHABILITATION COUNSELOR EDUCATION
COLLEGE OF EDUCATION, DRAWER GE
MISSISSIPPI STATE, MISSISSIPPI 39762
PHONE (601) 325-3331
Accredited by the Council on
Rehabilitation Education

17 February 1981

Dear Advisory Committee Member:

During the first week of March, 1981, you should receive the first draft of the Vocational Assessment Implementation Manual that is being developed through Odessa College as a part of Project VOC-AIM. I would appreciate your prompt review and comments concerning the content of the manual, its organization, etc. Revisions must be made of the draft by the end of March. A form is enclosed on which you may write general contents. You may, however, wish to write editorial comments on the manual draft itself and return it to me. Please address all correspondence concerning the manual to the following address:

Dr. Michael Peterson
Department of Counselor Education
Mississippi State University
Post Office Drawer GE
Mississippi State, Mississippi 39762
(601)-325-3331

Correspondence or contacts concerning the production of the manual or the dissemination workshops may be made through:

Dr. Stephen Southern
Odessa College
201 West University
Odessa, College 79760
(915)-337-5381

I appreciate your participation in the project and look forward to hearing from you.

Sincerely,

Michael Peterson, Assistant Professor
Coordinator, Project VOC-AIM

/s

Enclosure

PROJECT VOC-AIM
Draft Evaluation Form

Return to:

Dr. Michael Peterson
P.O. Drawer GE
Mississippi State, MS. 39762

A. General Questions:

1. Length: ☐ too short ☐ too long ☐ just right ☐

comments:

2. Adequacy of materials covered: ☐ essential items left out

☐ too much material ☐ just right

comments:

3. Clarity of organization: ☐ unclear ☐ just right

comments:

B. Section by Section Comments:

Below you may provide open-ended comments concerning each section as well as comments you provide on the manual copy itself.

1. Introduction:

2. Planning and Developing a Program of Vocational Assessment:

3. The Process of Vocational Assessment:

4. Basic Vocational Assessment: Using existing information (Level I)

5. Basic Vocational Assessment: Aptitude and Interest Assessment (Level II)

6. Comprehensive Vocational Assessment (Level III):

7. Vocational Assessment and the IEP:

Vocational Assessment Programs:

Appendices

Appendix D

Reproductions of Overhead Transparencies Used in Project VOC-AIM Dissemination Conferences.

The transparencies provided a general outline for the Dissemination Conferences. At the request of conference participants, copies were provided for use by various ESC's and Special Education Directors to use in orienting appropriate personnel to the VOC-AIM Manual. Twenty-four copies of these transparencies were distributed.

VOCATIONAL ASSESSMENT EVALUATES STUDENT SKILLS RELATED TO:

1. Pre-vocational and functional living skills

2. Entrance into vocational training

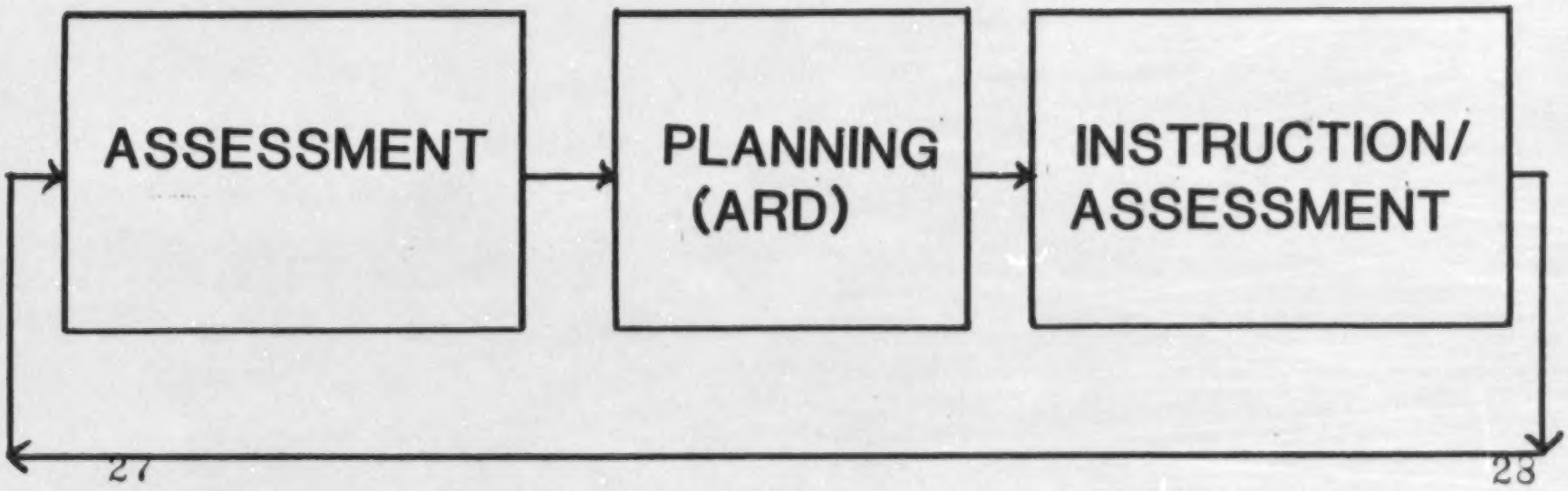
3. Job placement

TM-1

VOCATIONAL ASSESSMENT

A continuous, YEARLY process of gathering

information and planning student career development



IF CONCERNED WITH ENTRANCE INTO VOCATIONAL TRAINING PROGRAMS OR WITH JOB PLACEMENT

	USE
LEVEL I	Special education tests
	Parent/student interviews
	Teacher assessment
LEVEL II	Aptitude tests
	Interest tests
LEVEL III	Dexterity tests
	Vocational exploration
	Work samples
	Behavior observation
	Try-outs

DEVELOPMENTAL VOCATIONAL ASSESSMENT

Helping students:

INCREASE FUNCTIONAL LIFE SKILLS

MOVE FROM BROAD CAREER TENDENCIES TO A SPECIFIC OCCUPATIONAL CHOICE

MAXIMIZE VOCATIONAL SKILL DEVELOPMENT

MOVE THRU PHASES OF ORIENTATION, EXPLORATION, PREPARATION

TM-4

VOCATIONAL ASSESSMENT:
A TEAM EFFORT

VOC'L ASSESS. SPECIALIST

EDUCATIONAL DIAGNOSTICIANS

SPECIAL EDUCATION TEACHERS

VOC'L ADJ. COORDINATOR

VOCATIONAL COUNSELOR

VOCATIONAL TEACHER

PARENT

YEARLY ASSESSMENT/PLANNING PROCESS

AT THE ARD MEETING

1. Review educational and vocational assessment info
2. Plan program
3. IDENTIFY NEW ASSESSMENT QUESTIONS TO BE ANSWERED
4. Plan a method to gain assessment information in the coming year

LEVEL I: Vocational Assessment

Special Education Test Data

- Medical Information
- Diagnostician's Assessment
- Functional Skill Tests

Assessment As A Part of Instruction

- Competency-Based Vocational Skill Assessment
- Basic Vocational Skills
- Work Behaviors and Attitudes
- Learning Styles
- Functional Living and Prevocational Skills

Student and Parent Interviews

LEVEL II: Vocational Assessment

STAFF: Teacher

Diagnostician

Counselor

Voc. Assessment Specialist

APTITUDE TEST: Paper/Pencil

Dexterity

INTEREST: Picture

Verbal

STUDENT COUNSELING

Basic Vocational Assessment Report Format

1. Student Information
2. Vocational Assessment Questions
3. Special Education Test Data
4. Student Interview
5. Parent Interview
6. Information Gathered During Instruction
7. Aptitude and Interest Testing
8. Answers to Assessment Questions
9. Recommendations
   a. Vocational Placement
   b. Functional Life Skills
   c. Related Academics
   d. Related/Support Services

TM-9

When is Comprehensive Vocational Assessment Needed?

1. Scores on tests are low but appear inaccurate.

2. No vocational placement recommendation can be drawn--often with more severe.

3. Information is insufficient.

LEVEL III:
COMPREHENSIVE VOCATIONAL ASSESSMENT

For handicapped students
who need additional assessment

Dexterity/coordination tests

Vocational exploration

Work samples

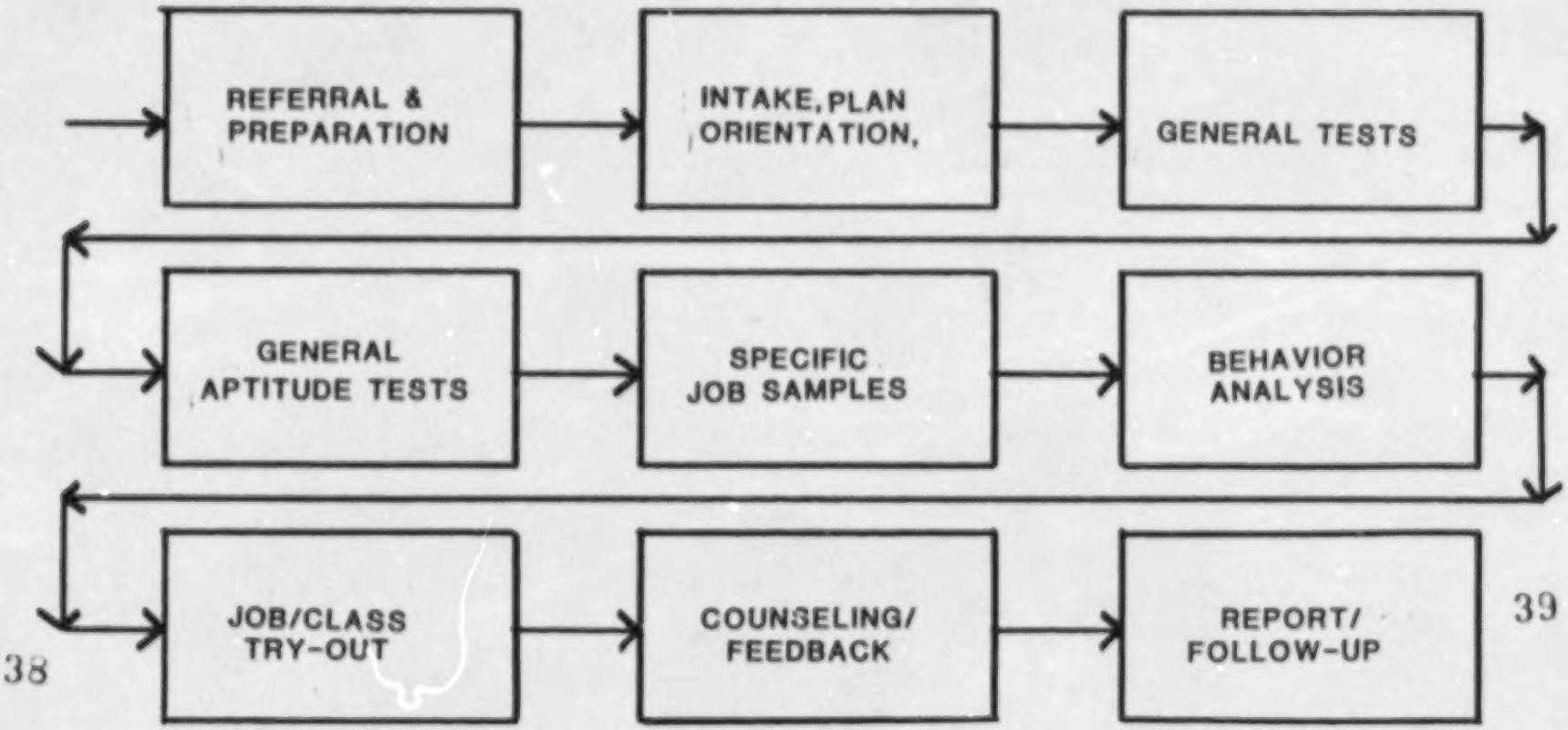
Behavior observation in a work setting

Vocational class try-out

Job try-out

GUIDANCE PROCESS

FOR COMPREHENSIVE VOCATIONAL ASSESSMENT



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COMPREHENSIVE VOCATIONAL ASSESSMENT- LEVEL III

STAFF

Voc,l assess specialist

Educ'l diagnostician

Counselor

Voc'l teacher

METHODS

Psychometric tests

Dexterity tests

Vocational exploration

Work samples

Behavior observation

Vocational class try-out

Job try-out

COMPREHESIVE VOCATIONAL ASSESSMENT REPORT

1. Identifying information
2. Reason for referral/ assessment questions
3. Tests used
4. Test results
5. Analysis of results
6. Recommendations

STAFF TRAINING

LEVEL I: Using rating scales

Use results to develop IEP

LEVEL II: Administer tests

Write report

LEVEL III: Aptitude/dexterity tests

Work samples

Situational assessment

Report writing

ADMINISTRATIVE ARRANGEMENTS

FOR COMPREHENSIVE VOCATIONAL ASSESSMENT

- Special education classroom
- Occupational exploration class
- Integrated
- Cooperative vocational assessment center
- School-based center
- Rehabilitation facilities
- Mobile assessment

Appendix E

Letter Sent to Educators Selected to Participate in the Dissemination Conferences

odessa college
P.O. Box 3752 • Odessa, Texas 79760 • Tel. 915-337-5381

Dear

For the past six months the Odessa College Vocational Evaluation Center, supported by Texas Education Association Project Number 11230049, has been working on "Project VOC-AIM". This project has had for its goal the writing and dissemination of a vocational assessment implementation manual for the use of school districts in the state of Texas. The manual is designed to aid school districts in planning and implementing the three levels of assessment for special needs students in the state of Texas.

The dissemination phase of the project is designed to allow representatives from the various education regions in Texas to receive the manual and become acquainted with it through a presentation by the project director and project coordinator. The initial planning of Project VOC-AIM included gathering recommendations from various education service centers special education directors as to those persons who would best be suited for attendance at the dissemination conferences. You were among those suggested as persons to attend the conference.

We would like to invite you, or a representative whom you designate, to attend the first Project VOC-AIM Dissemination Conference. This conference will be held in the Odessa College Student Union Building on May 22, 1981. The meeting will run from 9 A.M. until approximately 1:30 P.M. in the afternoon.

All participants in the conference will be reimbursed for travel expenses by Project VOC-AIM through Odessa College. We ask that you keep receipts of travel expenses incurred so that we may collect them at the meeting.

If you cannot attend this conference, please designate a representative who will be able to attend the conference. As the subject matter is special needs students and vocational assessment, it would probably be better if the person so designated has some experience or responsibilities in these areas. We would appreciate it if you would send the name of any representative to us so that we can expect them at the meeting. Due to the very limited size of the dissemination conferences, forty participants from seven education service regions, we would also appreciate it if you would inform us if you do not intend to attend the meeting or send a representative.

Thank you very much for your attention to this matter. We are looking forward to seeing you in Odessa on the 22nd.

Sincerely,

Dr. Stephen Southern
Director of Counseling
Director - Project VOC-AIM

T. Michael Raley
Director of Regional Vocational Eval. Center
Coordinator - Project VOC-AIM

TMR/sp

Appendix F

Names and School Systems of VOC-AIM Dissemination Conference Participants

ATTENDANCE

Region XX ESC, San Antonio, Texas, May 11, 1981.

NAME	POSITION	SYSTEM
Bill Washburn	Aldine, ISD	Houston, Tx.
Sylvia Mulcahy	Region IV	Houston, Tx.
Homer V. Judge	Cuero, ISd	Cuero, Tx.
June Robinson	Mercedes, ISD	Mercedes, Tx.
Rodnay Robinson	Mercedes, ISD	Mercedes, Tx.
Bill Perez	Hondo Cooperative	Hondo, Tx.
Mary Patten	Klein, ISD	Spring, Tx.
Modene Johnson	TEA	Austin, Tx.
Bill Minturn	Aldine, ISD	Houston, Tx.
Jane Francis	ESC - 20	San Antonio, Tx.
Tom Toleman	ESC - 20	San Antonio, Tx.
Tom Sanford	ESC - 20	San Antonio, Tx.

ATTENDANCE

Region X Dissemination Conference May 15, 1981, Richardson, Texas.

NAME	POSITION	SYSTEM
Gayla Clemons	Ed. Diagnostician	Tri-City Coop Gatesvill ISD
Odessa Lovelace	Ed. Diagnostician	Belton ISD
Doris Pletka	Director	Crockett-Lovelady
Sheila Nicholls	Admin. Asst. - IRC	ESC XI
Jack Vereen	Voc. Counselor	Parker Co. Coop
W. Earl Mobrison	Instructor	Stephen F. Austin
Joanne Stewart	Special Ed. Director	Huntsville ISD
Bob Taylor	Vocational Counselor	Duncanville ISD
Karen Anderson	Consultant	Region 10
Frances Dowd	Consultant	Grapevine ISD
Edith Heil	Director of Special Ed.	Burleson Co-op
Ann Martin	Ed. Diagnostician	Navasota ISD
Beth Venner	Special Ed. Consultant	ESC Region VI
Jimmy Johns	Director Special Ed.	Upshur Co. Coop
Paula Hughes	Ed. Diagnostician	Birdville ISD, Ft. Worth, TX.
Kay Downing	Consultant	Region 10 ESC
Frances Collins	Consultant	Region 10 ESC
Jim Richardson	Inst. Specialist	DISD
Dorothy Morgan	Curriculum Consultant	Region VIII ESC
Mary Wallace	Special Ed. Consultant	Garland
Shannon Carlisle	Special Ed. Diagnostician	Mansfield
Theo Stone	Consultant	Region V
Ethel King	Appraisal Consultant	Region XII, ESC
Edward Adkison	Ed. Diagnostician	Region VII, ESC
Arcadio Garcia	Special Ed. Supervisor	Forth Worth ISD

Attendance Cont.

Region X Dissemination Conference May 15, 1981, Richardson, Texas.

NAME	POSITION	SYSTEM
MaryAnn Webb	VAC	Mesquite ISD
Patsy Collins	VAC	Pine Tree
Bobby Fortson	Special Ed. Consultant	Region VII
Louise Priestly	Asso. Sch. Psychologist	College Station ISD
Joyce Younger	Ed. Diagnostician	Birdville ISD
Lois Pohl	Consultant	Region 10
Sammie Perry	Ed. Diagnostician	Carrollton - FBISD
Jack Blakeney	Counselor	Tyler Co. Co-op Colmesneil ISD
Carl Knape	Ed. Diagnostician	Waco ISD
Marty Barbieri	VAC	Irving ISD
Mary Chandler	Sup.	South Park ISD
Sandra Rhodes	Ed. Diagnostician	Midway ISD
Becky Dorsey	Ed. Diagnostician	Midway ISD

ATTENDANCE

Odessa College Dissemination Conference May 22, 1981, Odessa, Texas.

NAME	POSITION	SYSTEM
Margorie Lasiter	Dir. Special Ed.	Hereford ISD
Patsy J. Sommer	Dir. Special Ed.	Canyon ISD
Donna Anderson	Ed. Diagnostician	Pampa ISD
David Egerton	Ed. Diagnostician	Pampa ISD
Dennis Friedrich	Coord. of Sec. Programs - Special Ed.	Region XV
Karen Miazga	Coord. of Special Ed.	Region XV
Mippy Brownlee	Diagnostician	Snyder ISD
Ward Pendleton	Voc. Consult.	Region IX ESC Wichita Falls
John N. McGaughey	Director of Special Ed.	Tri County Ed. Co-op
Becky Decker	Ed. Diagnostician	SELCO - Slaton
Sidney McSpadden	Ed. Diagnostician	SPECO - Leveland
Hector A. Arce	Director	588 Co-op
Jackie Dyer	Voc. Counselor	Ft. Stockton
Carl Cooper	Voc. Counselor	El Paso - Socorro ISD
Ester McLeod	Supv. Special Ed.	Bi County Co-op El Paso
Sam Osborn	VAC	Bi County Co-op El Paso
Inez Dickinson	Special Ed. Consultant	Region 18 ESC
Pat Husbands	Special Ed. Consultant	Region 18 ESC
Mike Cowley	Ed. Diagnostician	Big Spring ISD
Kyle Etheredge	Consultant	Region 14 ESC
Gertrude Miller	Diagnostician	Lubbock ISD
Margairette Simon	Diag/Consultant	Region XIX
Darlene McAden	VAC	Ector Co. ISD
Walter Holland	AVT Instructor	Pecos - Barstow - Toyah ISD

Attendance Cont.

Odessa College Dissemination Conference May 22, 1981, Odessa, Texas.

NAME	POSITION	SYSTEM
Gary Cobb	Associate Psychologist	Region 18 ESC
Marjorie Rives	Diagnostician	AAC Co-op Borger, Tx.
Ruby Morris	Sp. Education Coordinator	Midland ISD
Kannie Pelteway	VAC	Monahans
Ellen Wilson	Ed. Diagnostician	Region XVI ESC Amarillo, Tx.

Appendix G

Evaluation Form and Program Evaluation Summary

PARTICIPANT SERVICE EVALUATION FORM

PROGRAM TITLE _____

[52-53]

POSITION

(Check one)

01_____REG. TEACHER
02_____PRINCIPAL
03_____VICE (ASST.) PRIN.
04_____CONSULTANT/SUPERVISOR
05_____DIAGNOSTICIAN
06_____AIDE
07_____SUPERINTENDENT
08_____REG. COUNSELOR
09_____MEDIA SPECIALIST
10_____LIBRARIAN
11_____NURSE
12_____PHYSICIAN
13_____VISITING TEACHER
14_____CENTRAL ADMINISTRATOR
15_____STUDENT
16_____BOARD MEMBER
17_____SP. ED. TEACHER
18_____PSYCHOLOGIST/ASSOCIATE
19_____SP. ED. COUNSELOR
20_____SP. ED. SUPERVISOR
21_____PARENT/VOLUNTEER
22_____OTHER: SPECIFY_____
24_____SPEECH THERAPIST

PROGRAM EVALUATION

Directions: Please circle the number which best represents your reaction to each of the items below:

[56] 1.	The Organization of this program was:	Excellent 7	6	5	4	3	2	Poor 1
[57] 2.	The objectives of this program were:	Clearly Evident 7	6	5	4	3	2	Vague 1
[58] 3.	The work of the consultant(s) used in this program was:	Excellent 7	6	5	4	3	2	Poor 1
[59] 4.	The ideas and activities in this program were:	Very Meaningful 7	6	5	4	3	2	Meaningless 1
[60] 5.	The scope of this program was:	Very Adequate 7	6	5	4	3	2	Inadequate 1
[61] 6.	Involvement in this program should prove:	Very Beneficial 7	6	5	4	3	2	No Benefit 1
[62] 7.	Overall, I consider the value of this program to be:	Very High 7	6	5	4	3	2	Of No Value 1

PROGRAM EVALUATION SUMMARY

1. The organization of this program was:
   Execellent = 7 Poor = 1 Average Rating = 6.15

2. The objectives of this program were:
   Clearly evident = 7 Vague = 1 Average Rating = 6.3

3. The work of the consultants used in this program was:
   Execellent = 7 Poor = 1 Average Rating = 6.3

4. The ideas and activities in this program were:
   Very meaningful = 7 Meaningless = 1 Average Rating = 6.2

5. The scope of this program was:
   Very adequate = 7 Inadequate = 1 Average Rating = 6.14

6. Involvement in this program should prove:
   Very beneficial = 7 No benefit = 1 Average Rating = 6.3

7. Overall, I would consider the value of this program to be:
   Very high = 7 Of no value = 1 Average Rating = 6.25

Appendix H

Names and Addresses of Participants
Requesting Extra Manuals

Names and Addresses of Participants Requesting Extra Manuals

Freddy R. Holcomb, Director
Grayson County Special Ed. Co-op.
128 S. Wood
Sherman, Texas 75090

W. E. Wilson, Director
Lake Ray Hubbard Special Services Co-op.
600 South Bois d'Arc
Forney, Texas 75126

John Elam
Education Service Center
209 N. Water
Corpus Christi, Texas 78401

Charles Brundrett
Special Education Office
Calallen ISD
Calallen, Texas

Barry Greer (2 Manuals)
702 N. Thompson
Conroe, Texas 77301

Jerry Bigham (3 Manuals)
Vocational Administrator
Borger ISD
9th and Weatherly
Borger, Texas 79007

Lois Pohl (25 Manuals)
Region 10, Special Education Dept.

Lynn Johnson, VAC
5225 Gollihar
Corpus Christi, Texas 78411

T. Stone (4 Manuals)
Region V ESC
2295 Delaware
Beaumont, Texas 77704

Ethel L. King (4 Manuals)
Region XII
Education Service Center
P.O. Box 1249
Waco, Texas 76703

Dorothy Morgan (4 Manuals)
Region VIII ESC
100 North Riddle
Mt. Pleasant, Texas 75455

Carl Knape (4 Manuals)
Waco ISD
Metropolitan Learning Center
815 Columbus
Waco, Texas 76701

Ellen Wilson (10 Manuals)
Region XVI ESC - Amarillo
3801 Puckeet Dr.
Amarillo, Texas 79109

Donna Anderson
Special Education Department
Pampa ISD
321 West Albert
Pampa, Texas 79065

Gary Cobb (1 Manual)
Education Service Center -
Region XXII
4000 22nd Place
Lubbock, Texas 79410

Ward Pendleton (3 Manuals)
Region IX ESC
301 Toop 11
Wichita Falls, Texas 76305

Gertrude Miller, Special Ed.
1620 - 19th
Lubbock, Texas 79401

Jackie Dyer (3 Manuals)
Fort Stockton High School
Fort Stockton, Texas 79735

Carl Cooper (2 Manuals)
Socorro ISD
10200 Alameda
El Paso, Texas 79927

Karen Mizaga (7 Manuals)
ESC XV
100 N. Magdalen
San Angelo, Texas 76901

Names and Addresses of Participants Requesting Extra Manuals Cont.

Marguriete Simon (2 Manuals)
Region XIX ESC
6611 Baing
El Paso, Texas 79997

Walter C. Holland (4 Manuals)
Pecos-Barstow-Toyah ISD
Box 869
Pecos, Texas 79772

Becky Decker (2 Manuals)
Ed. Diagnostician SELCO
300 S. 9th
Slaton, Texas 79364

Sidney McSpadden (2 Manuals)
Diagnostician SPECO
1103 Houston
Levelland, Texas 79336

Esther McLeod, Sp. Ed. (6 Manuals)
Bi County Co-op
P.O. Box 100
Canulillo, Texas 79835

Marjorie Rives Diaz (4 Manuals)
HAC Coop - Borger ISD
9th and Weatherly
Borger, Texas 79007

Marjorie Lasiter (6 Manuals)
Dir. Sp. Ed.
Hereford Cooperative
P.O. Box 1698
Hereford, Texas 79045

Patsy Sommer (3 Manuals)
Dir. Sp. Ed.
Canyon ISD
P.O. Box 899
Canyon, Texas 79015

Hector A. Arce, Director (10 Manuals)
588 Co-op
Box 171
Alpine, Texas 79843

Ruby Morris, Coordinator (3 Manuals)
702 North "N" Street
Midland ISD
Midland, Texas 79701

Mike Cowley (4 Manuals)
Ed. Diagnostician
Big Spring ISD
708 11th Place
Big Spring, Texas 79720

Darlene McAden, VAC (4 Manuals)
Sp. Ed. Ad. Bldg.
1217 West 10th
Odessa, Texas 79761

Beth Venner
ESC, Region VI
3332 Montgomery
Huntsville, Texas 77340